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ABSTRACT

Fifty-five of the projects sponsored as part of Project QUILL (Quality in Liberal Learning) are described. Funded by the Ford Foundation, Project QUILL was designed to support creative efforts on campuses that will enhance liberal education. The grants have been made to a wide range of public, private, two-, and four-year institutions. Grants for Project QUILL center around three themes: (1) helping cross boundaries between or among the humanities, social sciences, and natural sciences; (2) strengthening the liberal learning component of continuing education; and (3) helping integrate liberal learning with career and professional education. It is noted that proposals for projects come from faculty at liberal arts colleges, technical schools, community colleges, and large universities. They reach a wide variety of students including college freshmen, mature women returning to college, students in technical training programs, and adults looking toward retirement. The important role that college faculty play in providing fresh approaches to this type of liberal education is emphasized. It is suggested that the success of QUILL reaffirms the importance of liberal education and demonstrates that through faculty action liberal learning can be made relevant to life in modern society. (Author/SF)

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A Report of Project QUILL

Project QUILL (Quality in Liberal Learning) was created with a grant from the Ford Foundation to support creative efforts on campuses that enhance liberal education. Since June, 1978, AAC has made 55 small grants to a wide range of institutions, public and private, two year and four year. QUILL grants have been made around three themes:

- *Helping cross boundaries between or among the humanities, social sciences, and natural sciences.*
- *Strengthening the liberal learning component of continuing education.*
- *Helping integrate liberal learning with career and professional education.*

Ranging from $1200 to $9300, awards have been made to meritorious projects with potential for applicability beyond the original site. This issue of Forum *is a report on the results of the activities supported by Project QUILL.*

Quality in Liberal Learning

by George W. Hazzard
Director, Project QUILL
President Emeritus, Worcester Polytechnic Institute

This issue of the *Forum* is addressed to all who wonder if liberal learning is dead. The answer is a resounding NO. The 55 QUILL projects described here demonstrate the creativity of faculty members and administrators all around the country in strengthening the quality of education for their students. The projects are especially interesting because they attempt difficult tasks: crossing disciplinary boundaries, linking liberal learning and career preparation, and reaching out to adults. We present this issue of *Forum* to stimulate your own creativity by demonstrating models that other individuals on other campuses have found successful. Many of these ideas can work in other settings; we encourage you to contact the project directors and to look for areas of transferability.

But there are other facets of QUILL that merit attention. With 18 months of experience, 55 funded projects and 481 applications, it becomes possible to make some generalizations. First, liberal learning is important in every kind of higher education institution. Proposals with creative ideas come from faculty, not only at liberal arts colleges, but at technical schools, community colleges, and large universities. The projects they outline reach 18 year old freshmen, mature women returning to college, students in technical training programs, and adults looking toward retirement. These proposals have generated new ways to link disciplines and professions in creating truly educated persons.

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Second, QUILL is a faculty program—by faculty and for faculty committed to student learning. Most of the project directors are classroom teachers and most of the QUILL funds support release time for planning and teaching. The record of QUILL demonstrates that neither age nor tenure status defines the creative teacher; fresh approaches to the timeless concerns of liberal learning appear from many sources. Liberal learning gold is where you find it!

Third, it does not take a lot of money to find that gold. To change a whole institution may take millions, but to test an innovative idea in liberal learning seems to require only a few thousand. In many cases, the dollar amount of a QUILL grant is insignificant in comparison to the national recognition it has brought to faculty and student participants. While some QUILL projects are one time efforts, other grants provide funds for the first step in the development of future programs. Often these proposals are on such a small scale that development offices are not interested in promoting them. Increasingly, however, the success of QUILL has attracted corporate, foundation, or institutional funds for the expansion of the original project. The success of the seed money concept suggests that presidents and deans should consider the same idea on their own campuses with their own funds. Or it might well be that foundations and federal agencies would profit from this same approach.

Finally, QUILL reaffirms the importance of liberal education. There may not be very much new under the sun in higher education, but there is a strongly renewed or reasserted interest in the very basic values of that education. A recognition through faculty action that liberal learning is demonstrably relevant to life in modern society dovetails neatly with a recognition that responding to student interest in careers need not lead to the atrophy of ethical and intellectual concerns. Liberal learning *does* meet the challenges of contemporary educational needs.

University of Maryland
Anatomy of Knowing

The Anatomy of Knowing: The University and its Curriculum is the title of a new freshman elective course being offered at the College Park campus of the University of Maryland. An interdisciplinary course taught by associate and full professors from different departments, it examines various types of knowledge and the means by which they are acquired and applied on both personal and social levels. The course grew out of the notion that freshmen often come to the university with only a vague idea of its academic and practical purposes. Designed for small sections and structured as a seminar, the course offers students a chance to explore the wide range of possibilities available to them within the university, as well as stimulating more direct student-faculty relationships, a rare opportunity for many freshmen. It also serves as a vehicle to bring together faculty from many disciplines to work on a common project.

The Map of Knowledge, a course at Hunter College, served as a conceptual model for the program. In the spring of 1979, Peter Caws, the philosopher who developed the course at Hunter, offered a series of seminars for the faculty at Maryland who would teach The Anatomy of Knowing the following fall. At the end of the training semester, eight professors joined to compose a syllabus for the basic course. While all six sections share the same materials and goals, each section has different tests, quizzes, papers, and a slightly different emphasis to reflect the professor's individual orientation.

The faculty formulated the course on the basis of the following objectives: that the students have an understanding of the nature of the university as an academic institution; that they understand the various modes of discourse and the methodologies of the sciences, social sciences, and the humanities; and that the students appreciate the purposes and values of a general education. The program intends to give students instruction and practice in thinking abstractly by analyzing materials and forming generalizations on subjects for which they have no special expertise. It also provides students with guidance for planning their own academic programs.

The course is divided into seven parts, each corresponding to a specific aspect of knowledge. During the first two weeks the students discuss knowledge in general, what it means to know, and different types of knowledge. They go on to examine the way in which their own university approaches knowledge by reviewing the University of Maryland College Park *Undergraduate Catalogue*. In the following nine weeks the students explore knowledge in the natural sciences, the social sciences, and the humanities. The varied course materials include articles from academic journals, novels, films, videotapes, poems, and plays. They participate in group exercises which help them understand the processes of empirical investigation. Readings are designed to give students an idea of the practical application of social science knowledge, as well as the various means by which each discipline approaches contemporary issues. In the unit dealing with arts and humanities, the students compared humanistic and scientific knowledge in addition to discussing the nature of the creative process and the art forms emerging from that process. In this part of the course, works of art are also considered in historical and social contexts. Following the study of the humanities, the students spend a week summarizing the knowledge and skills they have acquired and considering how a liberal education can be used in making responsible choices in society.

In the final section of the course, A Paradigm Case: The Atom Bomb, students consider the development and first use of the atom bomb from scientific, political, and moral perspectives. These discussions help the students improve their ability to understand and evaluate arguments from a range of intellectual positions.

Throughout the semester the faculty members have continued to meet to instruct one another, share experiences, and adjust the course program to meet immediate needs. Because many freshmen do not have the academic background to handle the materials, the pro-

fessors may propose to offer the course only to juniors or seniors. However, the instructors are pleased with the course because it has given each of them the opportunity to learn a great deal by interacting with members of other disciplines.

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Ferrum College

Integrating Humanities Programs with Career Education

In 1974, Ferrum College expanded its two year liberal arts program to a baccalaurate degree of career education in human services. Coupled with professional training is a humanities core curriculum required of all juniors and seniors. The goal is to create an atmosphere on campus so permeated by humanities-centered discussion that this portion of the curriculum will have the same obvious appeal as that enjoyed by more career-oriented offerings.

A significant vehicle for achieving this objective is a regular series of lectures, seminars, recitals and other programs. In addition to the typical array of extracurricular offerings, Ferrum faculty recreate influential historical characters in debates and other sessions. For example, a debate entitled The Duties of a Christian Prince pits Niccolo Machiavelli against Sir Thomas More. On another occasion, four other faculty represent Susan B. Anthony, Charlotte Bronte, Alfred Lord Tennyson, and H. L. Mencken on women's rights. Additional 1979-80 programs involving faculty include Islam and the West, Luther at Leipzig, The Music of Imperial Germany, The Social Value of Athletics, and The Poor: Must They Always Be With Us?

While this faculty series is an ongoing part of the Ferrum campus life, QUILL funds are devoted specifically to videotaping and adapting the presentations for classroom use. One faculty member has been released from part of his teaching load to prepare scripts for new offerings and to establish a permanent library of videotapes for the entire college. An unexpected outcome of the campus program is the interest of the local public broadcasting station in televising the presentations to its five-state area. In this way, the faculty series may interest not only the career-oriented students at Ferrum but a wider adult public in a range of humanities issues.

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University of Puget Sound

Professional Ethics for a Technological Era (PETE)

Professional Ethics for a Technological Era is the name of a two-course program developed cooperatively by the Departments of Religion and Business Administration at the University of Puget Sound. Integrating liberal arts and professional education, the courses give upper-division undergraduates an opportunity to examine how moral codes operate in a modern technological society.

The program emerges from a strong tradition of liberal education at the university, a concern which promoted the adoption of a new core curriculum in 1976. Under this plan all undergraduates must complete one course in each of eight academic fields, including an area called Comparative Values. Comparative Values courses help students understand the functions of value systems. PETE fulfills that requirement by studying ethical issues within a professional context.

The interdisciplinary nature of the program is reflected in both faculty and student participants. Of the three professors who teach the courses, one is always from business administration and a second is always a member of the religion department. The third professor has come from a variety of fields, including political science, environmental science, and biochemistry. The majority of the approximately fifty students enrolled in the program study business administration or physical therapy, although they represent such areas as religion and occupational therapy as well. This diversity permits a variety of perspectives and attitudes with regard to the materials studied.

The first course in the sequence, Ethics for a Technological Era, is offered in the fall semester. Emphasizing descriptive and normative ethics as well as the development of skills for ethical decision-making, it aims to combine humanistic concerns with professional studies. Through readings and dialogues with guest speakers representing various professions, students learn how professionals, as moral agents, identify and resolve ethical issues. By observing role models, such as the Wyerhaeuser Company Business Conduct Committee at work, each student begins to formulate his or her own approach to normative ethics. The students examine problems in professional ethics, first in view of moral relationships among such primary groups as consumers, employers, stockholders, and employees, and then within a wider social and global context. Issues addressed include the power wielded by professional organizations, energy and environmental policies, and relationships between developed and underdeveloped nations. The final unit of the course involves a discussion of the future of professional ethics.

In the second course of the series, Values: Conflict and Compromise, the students use their knowledge of personal and professional ethical decision-making. During the one-month Winterim (January interim term) the students are divided into groups to examine specific conflicts affecting professionals in business and medical fields. These exercises enable the students to apply their newly-acquired skills to one major policy problem, as

well as providing the opportunity to establish moral precedents which they will use in their future careers.

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University of Toledo

Strengthening the Interdisciplinary and Individualized Aspects of the Adult Liberal Studies Program

The Adult Liberal Studies Program offers a humanistic bachelor's degree for adults over age twenty-five through credit by examination, conveniently timed seminars, and independent study. The QUILL project was designed to strengthen this program with three kinds of activities: increasing the interdisciplinary nature of required seminars in humanities, social sciences, and natural sciences; introducing a new course entitled Career Choice and Contemporary Ethical Decision-Making; and offering a two-day community forum to heighten public awareness of the value of a liberal arts degree.

The faculty members teaching the social science seminars were the most active in the project. One course, The American Urban Past: A View from Chicago, 1830-1914, was taught jointly by an urban historian and a man whose background included literary and architectural history. The other social science courses made frequent use of the opportunity to bring in guest lecturers from various departments and from the community. The natural sciences and humanities seminars had fewer guest speakers.

The new course on careers and ethical decision-making began with readings in contemporary ethics from a global perspective, using such texts as Niebuhr's *The Nature and Destiny of Man*, Mesaronic and Pestal's *Mankind at the Turning Point*, and Heilbroner's *An Inquiry into the Human Prospect*. Students then considered their own careers and life plans, a popular class activity among most of them. While some students saw little relation between the two halves of the course, the instructor continues to feel that successful career planning must begin with an understanding of the meaning of one's own life.

In the spring of 1979, the University of Toledo sponsored a conference on The Liberal Arts and Lifelong Learning. In the attempt to achieve the goal of a true community forum rather than a continuing education conference, individuals with a wide range of backgrounds participated. The diversity proved to be both a strength and a weakness; the conference reached many new people from Ohio and surrounding states, but the discussions sometimes suffered from a lack of common understandings. In many ways, the most enthusiastic participants were the students from the Adult Liberal Studies Program. Overall, the QUILL grant has fostered a sense of pride in the program as well as improved courses.

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Russell Sage College

Changing Perspectives on Liberal Education in the Two-Year College through Creative Cross-Disciplinary Mini-Courses

The Junior College of Albany, a two-year co-educational division of Russell Sage College, developed a series of interdisciplinary mini-courses offering a broader spectrum of electives to students in a traditional curriculum. Students presently enroll in courses which are distinctly either liberal arts or professional; they are taught by specialized faculty within disciplinary boundaries and are offered within the traditional contexts of format, structure, and schedule. As a result, students may fail to develop a life long process of examining ideas, themes, and topics from the diverse and intellectually rich area of interdisciplinary learning.

The mini-courses are designed to encourage intellectual interest and independent thinking in students by providing a variety of perspectives on a single theme, by illustrating how the components of different disciplines cross boundaries, and by directing students toward a holistic vision of the educational experience. By experimenting with content, format, scheduling, and presentation, the mini-courses give students a more imaginative and individualistic plan for selecting liberal arts and science electives; they have also stimulated scholarly cohesiveness and rapport among faculty members from different disciplines.

The three mini-courses originally scheduled for last year included Fantasy: Exploring Your World, The Dynamics of the Family in America, and The American 1930's. The most successful scheduling ran over five consecutive weekdays from one to five P.M. These one credit, week-long courses were presented by different faculty each time and involved the use of media and guest lecturers.

Attendance was very good with 75 to 100 regular students for each offering. A sophisticated questionnaire showed that students were enthusiastic and particularly appreciated the opportunity to mix with students from other disciplines. The faculty also expressed satisfaction because they developed closer ties with *their* colleagues. In addition to the evening continuing education course, several other mini-courses are now in progress as a result of last year's successes.

With replicability and dissemination in mind, all the courses were video-taped in cooperation with a local television studio. The tapes can now become a model for faculty everywhere who are interested in presenting different mini-courses by altering, building, and improvising from these video models. Written reports, evaluations, curriculum proposals, and promotional materials, as well as the tapes, are available on request.

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The University of Wyoming

Strengthening Liberal Learning through Alumni

The University of Wyoming is the state's only four-year institution of higher education; thus, the College of Arts and Sciences is the state's only liberal arts college. As such, it has a special responsibility for the liberal learning component in continuing education throughout the state. With the support of QUILL, the college is attempting to further an understanding among Wyoming residents about liberal learning, to expand the working relations between the community of scholars on campus and alumni in the community, and to establish continuing education activities in the liberal arts throughout the state.

In the fall of 1979, the college distributed a 16-page booklet on the liberal arts as the core of the university to all its alumni in the state. Within that context, it described the importance of liberal education as the source of lifelong learning. The publication also announced a mini-college to take place during Homecoming Weekend to discuss the development of continuing education activities across Wyoming. The longer term project, however, is a series of community visits in every county of the state. Alumni of the university will come together for informal talks, sometimes with faculty from the campus, but also to identify potential teachers and collect suggestions for specific topics for continuing education activities in the liberal arts.

In Kemmerer, for example, a group of twenty persons met to hear a brief presentation by the head of the anthropology department about his recent archeological work. Then the discussion turned to ways of developing interest in liberal learning in Lincoln County; suggestions included the establishment of a study group on contemporary literature, a series of visiting lecture/demonstrations on the application of basic science research to present day Wyoming, a citizen's committee to investigate the potential of local buildings for the National Register of Historical Places, and a weekend archeological or geological dig led by a professional. Several local residents were identified to help lead these activities, and the Chamber of Commerce offered to sponsor some of them.

The results of the community visits will be a statewide council to advise the college on academic matters and to promote closer relations between campus and communities. Ideally, groups of alumni and other citizens will meet regularly to discuss topics of interest to them, drawing on the resources of the local community. In this way, the university will have achieved its goal of engaging alumni in liberal learning in their own communities.

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Austin College

Art as Participation: The Use of an Aesthetic Model as an Interdisciplinary Teaching Method

This course features instruction in both aesthetic inquiry and theatre theory and leads to student production of a full-length play. The project seeks to heighten the intellectual and experiential grasp of both the aesthetic and the artistic elements of the performing arts, with special reference to a theatre production mode of participation.

The course is philosophically oriented to develop and use an integrated symbolism which will be appropriate to "the felt reality" of the aesthetic event itself. Process philosophy, developed from the metaphysics of Alfred North Whitehead, and structuralist approaches, patterned after Mukarovsky, provide the theoretical and symbolic expression of the aesthetic experience; but, equally important, students participate directly in the distinctly *felt* character of the art event and are not restricted to once-removed analytical considerations.

The initial six weeks of the course concentrate on the study of several traditional schools of thought in aesthetics and on introductory accounts of the multiple nature of theatre artistry. Proceeding with contextual lectures and discussions of relevant readings from Aristotle to Schopenhauer and Susan K. Langer, the early part of the course culminates with an analytical model of process and structure applicable to current philosophical and theatrical judgments on the art experience. During this time, students view and interpret both a filmed Japanese Noh play and Alfred Hitchcock's *Psycho*, examining aesthetic sensitivity in a non-western setting and the dramatic and aesthetic dimensions of the motion picture.

The second part of the course begins with a two-week focus on the play to be produced with particular concern for its representative character in light of the analytical model in question; tryouts for play cast and subsequent crew assignments also take place during this interim segment of the course. Five weeks are then given

over to play production, regularly interspersed with ongoing class assessments of the dynamic of rehearsals, production staffwork, and other related activities. A final week of post-production sessions will assess the model from the vantage point of class and audience reaction to the performances.

Twenty-six students are involved, fourteen theatre concentrators and twelve non-theatre majors. The play, *Feast of Ashes*, calls for twelve speaking roles, six to eight non-speaking roles (partly overlapped with technical crew assignments), and leaves a final four to six students free for full-time attention to production matters. Consequently, any combination of twenty or more of the volunteers guarantees near equal involvement by the entire class in both the reflective and the experiential dimensions of the course.

In terms of exportability and replicability, four avenues presently look promising. Colleagues at Austin College already committed to interdisciplinary teaching look with special interest on this course as a pilot for future variations. The Council for the Advancement of Experiential Learning has regional representatives on the Austin College faculty who will evaluate the course and make its learning potential known to other southwestern institutions. Association for Innovation in Higher Education affiliates have also shown interest in the project. Finally, CREREL, Inc. of St. Louis offered to distribute the experiment's results throughout its national network of Aesthetic Education Learning Centers.

Approximately half of January, 1980, will be set aside for evaluation. In addition to CAEL's self-designed evaluation, three other instruments have been prepared especially for this pilot venture. First, a sequential, detailed student questionnaire, composed of rating and ranking devices related to each segment of the course, will be kept up to date by each student. As an example, one stated course objective for a two-week segment is "To understand better the relation of the script to the performance and the place of literature in the theatre." Students then rate how well that objective was met. There are five questionnaires, each with three stated objectives. Secondly, two sets of reflective journals relate to the observable evolution of the production itself. One set is for the cast, the other for production staff, with special focus on evaluating the benefit of the theoretical half of the course to the "doing" half. Finally, two faculty monitors will develop their own questionnaire for assessing student understanding of the two disciplines in question. In all, five means will help determine the potentiality for transfer and integration between cognitive inquiry and experiential encounter. The project directors believe students will come away from this experiment with both an enhanced philosophical awareness of the multi-faceted nature of a performing art and a heightened theatrical sense of those factors which contribute to the aesthetic impact of an actual artistic endeavor.

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Tougaloo College

Project COPE (Career Opportunities—Professional Ethics)

Because liberal arts students at Tougaloo College showed a need for firsthand information about career opportunities, Project COPE brought to the campus visiting scholars and career practitioners in business, government, law and legal services, and publishing. These people talked with classes and individual students, lectured, ran workshops, and served generally as career consultants for the entire campus. Through such activities as a career conference, publications, and the use of employers as resource persons, the program also informed prospective employers of the value of hiring liberal arts graduates.

Each visiting scholar spent a six-day residency interacting with students and teachers in both formal and informal settings. In the fall of 1978, Thomas Flynn, a philosopher, examined a variety of ethical problems to help both students and faculty integrate the study of values into their disciplines. Second semester, A. P. Marshall, an historian, literary scholar, and librarian at Eastern Michigan University, dealt with communications and research skills as they relate to careers.

The year culminated with a half-day career conference in the spring. The conference, co-sponsored by the Tougaloo/Industry Cluster, began with an assembly and keynote address for the entire student body. Later, students participated in career workshops on government service, health services, law and legal services, arts management, social services, and business. The workshops, led by people pursuing careers in that area, not only provided students with information on career opportunities and skills but also acquainted them with job strategies. Teachers attended in order to integrate career information into their courses.

A limited dissemination program included a brochure on skills developed by the liberal arts. Distributed to local employers and government agencies as well as a selected list of national companies, the brochure stresses that liberal arts students "acquire a broad range of intellectual skills and a reasoned set of ethical values." This kind of broad training, it continues, gives a student a "power of adaptation to varying demands" that is "advantageous to the workers, to the employers, and to the nation." A long list of career-oriented, liberal arts skills includes the abilities to read and understand, write effectively, identify problems and propose solutions, analyze and evaluate, supervise and lead, plan and organize. In addition, a booklet of three speeches delivered by the two resident scholars and the conference keynote speaker was published and distributed to member colleges of the United Negro Fund College, to colleges within the state, and to local employers.

One noted success of Project COPE involved the number of requests from teachers for the career resource people to speak with their classes, indicating greater willingness to engage students in serious thinking about careers. Some instructors followed up the visits with brief research assignments or further discussion. In general, students felt positive toward the presentations of the career resource persons and the resident scholars;

they felt that these people gave them new insights which would be useful in making career decisions.

Project COPE is integrally related to Tougaloo College's establishing of a career oriented humanities major. It also functions as the initial phase of a faculty development program which is part of a master plan for revitalizing the humanities and the liberal arts.

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University of Wisconsin—Green Bay

Reexamining the Intellectual Underpinnings of a Core Program in Liberal Education

This QUILL project is an effort to assist faculty in teaching a new core general education program. While Green Bay has always had a core program, structured around its campus-wide unifying theme of people and the environment, the faculty approved a new program of all-university requirements last year. The new program extends the commitment to exploration of values questions in cross-cultural and interdisciplinary perspectives. At the same time, it focuses explicitly upon the methodological and epistemological underpinnings of the various domains of knowledge (See the *Forum for Liberal Education* October 1977 and November 1978 for a detailed description of the program).

Many faculty members feel unprepared to teach courses dealing with subject matter and methodologies from disciplines other than their own. The QUILL project supported a three-day retreat for 37 faculty, administrators, and students involved in teaching the new core courses. Four faculty, from anthropology, earth science, history of science, and history were released from one course each to form a team to strengthen their own understanding of liberal education and to develop case studies and exercises for the faculty workshop in June 1979.

The retreat itself began with a consideration of the broad goals that underlie liberal education and proceeded to focus on the various features of the new all-university requirements program. It concluded with the comparison of an ideal student sequence with the original goals for a liberal education. Both formal and informal evaluations suggest that the sessions stimulated faculty to consider seriously the overall purpose of the new required program, as well as to understand better the approaches of other domains of knowledge.

The project has had several effects since the workshop ended. Several humanities faculty spent the summer developing courses for the new program; the social sciences faculty have repeatedly returned to the discussions at the retreat as a touchstone for the direction that course revisions should take. The largest hard science unit on campus had its own retreat to consider the rationale underlying its curriculum, a retreat strongly influenced by the QUILL workshop. Finally, the original faculty team found the experience of discussing the meaning of liberal education to be so valuable that they are continuing to meet on their own.

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University of Oklahoma

Liberal Learning and Individual Educational Planning

The College of Liberal Studies at the University of Oklahoma was founded in 1961 as one of the first non-traditional adult programs in the country. Students range in age from the mid-twenties to past eighty; they earn credits through a combination of independent study, short-term seminars, written assignments and comprehensive examinations.

While the program had always adhered to a strong concept of core liberal learning, faculty felt the need to redesign a core curriculum in each of the three principal study areas—humanities, natural sciences, and social sciences. At the same time, students should be allowed greater initiative in designing other parts of their curriculum. In the fall of 1978, a committee began the task of devising new core programs. Each study area was to be linked by a central coherent theme that would reflect the range of disciplines as well as the interconnections among the disciplines in the area. For example, the humanities core has a set of required readings followed by a series of units on such themes as The Creative Process, Idealism, Cross-Cultural Perspectives, Time and Destiny, and Reason versus Passion. Each unit then has fiction, poetry, visual arts, philosophy and music assignments pertinent to the theme. The natural science core course has content readings in mathematics, biology, geology, chemistry, and physical science with emphases on methodology and the social implications of science.

These three core courses were revised and approved at a weekend faculty retreat in February, 1979. At the same time, another committee developed individual Student Learning Contracts for the elective portion of the program. Both new features were tested with students at two weekend advisory meetings and are now parts of the Bachelor of Liberal Studies Program.

The project director believed that QUILL funds were critical in bringing a felt need through to the reality of curriculum revision. While not large, the grant provided enough additional resources to execute the change

within one year. There are still some problems to be resolved, especially in the time required to administer individual contracts, but the overall assessment is one of increased quality for the student.

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Furman University
Humanists in the Working World

With funds provided in part by Project QUILL, Furman University launched a faculty internship program in the summer of 1979 which allowed six humanities faculty members to work in non-academic settings for six weeks. The project was designed to address three problem areas traditionally encountered by schools with on-going internship programs: teachers need to be reassured that internships provide valuable learning experiences for students; humanities faculty members must learn that a liberal arts education *does* give students skills that are transferable to the working world; in the light of fiscal conservatism, resources for internship and experiential education outside of an administration internship office must be developed. The program included an orientation seminar and faculty development workshop, the summer faculty internships themselves, a fall 1979 career conference focusing on the career-related skills of humanities disciplines, and a dissemination conference scheduled for February, 1980.

One intern was a specialist in eighteenth century literature who taught Practical Writing for Business and Industry but who had never done practical writing and had never been in either business or industry. During his internship with the corporate communications office of Spring Mill in Fort Hill, South Carolina, he wrote a policy manual for the company.

A political science professor with a twelve-year-old law degree worked for the Greenville Solicitor's Office where, within a few days, he interviewed three murderers, wrote a paper on capital punishment for the solicitor, and investigated a shoplifting. The experience, he said, was worth a semester in graduate school.

Two of the six interns were offered permanent positions; the others all felt that their skills were genuinely desirable in a different setting. Because they have seen first hand how a liberal arts education prepares one for many different careers, these faculty members have become confident spokesmen for the humanities disciplines and skills they represent. Predictably, they made small curriculum changes, developed teaching resources, and took advantage of publication opportunities.

This fall, a day-long career convocation provided another positive outcome by featuring five of the six faculty interns as part of a Humanist in the Working World career day. Each intern reported to the university community about his summer experience and then coordinated departmental programs in eight humanities disciplines; Furman alumni returned to the campus and discussed with current undergraduates how their career paths related to their college majors. More than 1200 students participated in the convocation, and attendance at the department meetings ranged from 20 to 55.

In addition, faculty members have made new friends in a different world. Having these contacts in career-related areas will help students and advisees. Not only is there someone to call if a student has an interest, but faculty have a broadened perception of the working world outside academia and a sharpened understanding of the relationship between classroom skills and job-related competencies. These faculty interns underlined the values of liberal learning to the community at large and now help students perceive the continuing relevance of a liberal arts major.

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University of Hartford
Integrated Clusters of Independent Courses

The College of Arts and Sciences at the University of Hartford requires all students to select a major and to meet minimum distribution requirements in the humanities, social sciences, and natural sciences. While this approach recognizes that a liberal education must include the diverse fields that constitute humanity's accumulated knowledge, it assumes that students will have the ability to integrate the material and to discover the richness of interrelationships on their own. Interdisciplinary courses, providing one mechanism toward greater integration, are becoming less frequent at the university because of fiscal restraint and departmental loyalties.

With QUILL funds, faculty members in sociology, art history, and physics are preparing to teach three courses in their respective departments with the common theme of twentieth century man in the western hemisphere. In addition, the three faculty will team teach a one credit seminar for students enrolling in all three courses. The major topics in each course will be interwoven through the other two. For example, the development of high speed computers has revolutionized modern technology. At the same time, the accessibility of computer data and computer transactions is rapidly changing the structure in contemporary society which, in turn, affects our interactions with one another and our attitudes toward ourselves. Not only are these changes mirrored in art and architecture, but the computer itself has created new art forms.

In the fall of 1980, half the students in each of the three disciplinary offerings will be cluster students enrolling in all three courses; the other half will be a control group of students taking sociology, art history, and non-major physics as regular students. All cluster students will take the team-taught seminar. This structure will allow a careful evaluation of the attitudes and achievement of students participating in the cluster. The faculty members involved hope that this experiment will serve as a pilot for additional cluster courses at the University of Hartford and other institutions.

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Dickinson College

Science as a Human Enterprise

This project developed freshman-level introductory seminars to examine the interrelation of scientific and humanistic concerns by analyzing the growth of the scientific establishment and its changing relationship to society. The central focus of the course is the fundamental tension between science as the pursuit of truth and science as establishment. Developed by a faculty seminar this last summer, the program will also serve as the basis for upper-level courses in history and philosophy of science, for community forums, and for continuing education programs.

During the last two years, Dickinson College studied the evolution of its liberal arts curriculum and questioned whether or not the teaching met the college's educational goals. The study determined that faculty should address questions concerning the formation of human values early in students' college careers and should also assist students in understanding the need for undertaking study in a range of disciplines. The study also revealed certain divisions within the college which exist because faculty and student interest and ability often divide along the lines of humanities and sciences.

This project asserts that the history and philosophy of science encompass issues so deeply rooted in the development of human experience that this discipline should serve as a focal point for a liberal arts curriculum. The combined study of the history and philosophy of science can aid in the synthesis of the sciences and the humanities. The project directors feel that this synthesis is perhaps the greatest challenge facing the liberal arts tradition and higher education. C. P. Snow's classic treatment of this problem as the increasing separation of "two cultures," the humanities and the sciences, forewarns of intellectual and moral crises if western educational sources fail to come to grips with this problem. Liberal education, they continue, should be fundamentally committed to the resolution of this conflict. If the academic and extra-collegiate community can be engaged with the crucial issues of science and humanism, than a beginning will have been made to bridge the two cultures with the interdisciplinary outlook of the truly liberally educated.

Several faculty with interdisciplinary training in the history and philosophy of science outlined a series of topics examining both the interrelation of scientific and humanistic concerns and the growth of the scientific establishment since 1600. These topics were examined during a summer seminar by faculty members from varied disciplines who then developed course syllabi for the freshman seminar classes.

The course itself, Perspectives on Society, Science, and Self, is structured around certain questions: Where do scientific ideas originate? What gives them their special authority and appeal? To what extent do they change as they gain application in a large culture? Is science something which solves problems, yet creates adverse situations with which society has to cope? Does science experience revolutionary change through time as political systems do? Can science be conceived legitimately as truth? Is science good or is it evil? Or perhaps is science value-free until society uses it for some ends? What, then, is science?

The course proceeds by a schedule of discussion topics, occasional lectures, and readings. Students examine science as a group effort supported by the community at large; they survey the medieval world view and the intellectual shifts of the renaissance, the late seventeenth century with its fledgling scientific societies, the nineteenth century growth of science as an intellectual pursuit in German universities, and twentieth century science as big business with government-funded research conglomerates. Along the way, students write short responses to the readings and to library projects, a final, and two major paper assignments.

The freshman seminars will function as an ongoing part of Dickinson's established commitment to encourage dialogue in these and related issues throughout the academic curriculum by strengthening a variety of programs under the science and society rubric. Faculty and students will develop upper-level courses in history of science, philosophy of science, and interdisciplinary study of science and society with such topics as The Scientific Revolution, Darwinism, and Philosophy of the Social Sciences. Forums will be organized for exchange of ideas about science, technology, and society for both the college and extra-collegiate community. Outside speakers and Dickinson faculty will address such topics as genetic engineering, world hunger, and medical ethics. These programs might also serve as models for later developments in continuing education. Finally, existing programs, such as the summer semester in Britain, could explore such issues as science, industry, and society in Victorian Manchester.

Outcomes will be assessed through individual interviews and surveys, and evaluations will address three important questions: Have the freshman seminars increased student understanding of the relation between science and society? Has this understanding led the students to a more balanced study of science as a human enterprise? Has faculty participation encouraged further curricular development in the history and philosophy of

science and topics in science and society at both the freshman and advanced levels? The project directors hope that the course will provide the students with the necessary introduction to think critically about the nature of the scientific establishment, its evolution, and its relation to society.

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Bard College

General Education: Languages of the Humanities

As part of a four-year general education curriculum geared toward preparing students to be responsible, thinking citizens, Bard College instituted a number of changes in the freshman-level components of the program in 1978. Based on the idea that every discipline is a language system that includes a specific meaning, vocabulary, logic, cognitive pattern, metaphor, and poetics, the three-part Freshman Seminar stressed the acquisition of interdisciplinary language proficiency. In ten independent interdisciplinary seminars, students examined the "languages" of the humanities, while in the common meetings the entire freshman class joined every two weeks to participate in lectures, concerts, films, and panel discussions related to topics covered in the seminars. Each student met with an advisor in the regularly scheduled individual meetings to share ideas stimulated by the seminars and common meetings, thereby helping the student understand the purpose of general education and providing focus for further academic plans. Although reaction to the program since it began has been generally positive, faculty have modified the format for the fall, 1979, to insure continuity between the seminars and the common meetings. The changes include plans to offer the series of seminars under one general title, Ideas of Society, as well as the requirement that students in all seminars read four basic texts.

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Beaver College

An Interdisciplinary Program in Liberal Studies for Continuing Education Students in Business Administration

The purpose of the project is to prepare and implement core courses in the natural sciences, social sciences, and humanities to be offered on a pilot basis to continuing education students. The program proposes to reshape current offerings in the undergraduate curriculum to meet specific needs of adult students. It is hoped that new ways of presenting course material will stimulate interest in academic subjects as well as broaden perspectives and improve decision-making abilities.

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Bowling Green State University

Approaches to Value in a Technological Culture

Faculty at Bowling Green State University are revitalizing a Humanities Cluster College through the development of a ten-credit interdisciplinary program model focusing on values in a technological culture. A residence hall program combining performance-oriented activities with formal reflection as expressed in oral reports and research papers, it will consider technology within the framework of progressivism, romanticism, and a twentieth-century synthesis of the two philosophies. Because the cluster extends the range of humanities to include science and technology, the instructors hope the program will attract students from all schools and colleges of the university.

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Bucknell University

Understandings of Social Theory and Human Action

A new program in Social Theory and Human Action is being established to institutionalize areas in which faculty and students can work together on critical issues of analyses, interpretation, and evaluation of social and cultural order. To help identify issues of theoretical and practical significance that overlap the social sciences and the humanities, the proposal provides for a continuation of the faculty-student Social Theory/Human

Action group as well as development of a new course, The Social Matrix of Modernity, with a focus on the state, work, and family.

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Carthage College

The Future and Its Implications for Career and Educational Planning

An experimental interim-session course developed for freshmen to study the future of American society, this program proposed to determine the skills, values, and objectives students must derive from their liberal education to insure employment and self-fulfillment. It focused on anticipated changes in societies throughout the world, career expectations of the students, and individual career and academic planning.

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College of New Rochelle, School of New Resources

Where Can We Go with the Liberal Arts?

This proposal was made to develop a pilot project in an established adult education degree program. Several faculty members representing different disciplines reevaluated their teaching methods and developed courses to attempt to integrate career education into liberal arts. Faculty and students worked together to produce new syllabi and teaching strategies with an emphasis upon identifying relevant skills for each discipline and clarifying values in these disciplines pertinent to career interests. They also planned to use independent learning projects to survey professionals working in careers related to each course discipline.

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College of Saint Teresa

A Meaningful Link: The Experience of Wisdom and a Professional Career in Writing

Based on conversations with retired residents of St. Anne's Hospice, students enrolled in a composition/journalism course prepare written materials which are eventually published in the school magazine or city newspaper, or broadcast on local radio or television. While helping students improve listening and writing skills, the project promotes their development as professional writers. Because the senior citizens contribute actively by sharing their experiences with the students, the program enhances their self-images as well.

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Dartmouth College

The Integration of the Teaching of Ethics in Professional Education

This institution-wide program is based on the twin beliefs that the increased complexity of industrial society and the capabilities of modern science require the teaching of ethics in professional as well as liberal arts education, and that the field of ethics represents the common goal of all disciplines to instill in students the habit of critical thought and self-education. The project aims to encourage the cooperative teaching of professional ethics by expanding an existing interdisciplinary course in medical ethics as well as developing a similar curriculum in the business and engineering schools. The program will give professional students preparation and experience in dealing with ethical issues.

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Douglass College

Pilot Interdisciplinary Course: Science and Society

The QUILL program at Douglass College involves the creation of a senior-level integrative seminar on the relationship between science and society. Assuming that the relationship between the natural sciences and other academic fields is paradigmatic for that between science and society, the seminar focuses on the theme of human life to illustrate the ways in which each discipline approaches the subject. It is hoped that this pilot project

will serve as a model for integrating interdisciplinary inquiry into liberal arts education.

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George Washington University

Integration of the Humanities into a Program in Pre-Professional Education

This project introduced a humanities component into an existing experiential program by releasing four humanities faculty members for two semesters to participate cooperatively with professional school colleagues in pre-professional seminars. The instructors contributed the knowledge and perspectives of their respective academic fields to the program while at the same time relating those disciplines to vocational concerns of students. A two-day regional conference at the end of the program was organized around a theme of liberal and professional education; faculty and students who participated in the project described and evaluated their experiences for interested faculty members both at George Washington and other institutions.

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Illinois Wesleyan University

American Agriculture in the Liberal Arts Setting

The program proposed to develop a permanent interdisciplinary course on American agriculture from the liberal arts perspective in addition to increasing the competency of participating faculty. The course analyzed major policy issues relating to food production and distribution in America and throughout the world. Included in the project were plans for a two-day institute designed to inform the campus and local communities of some of the concerns of farmers and farm organizations and to foster greater understanding of the legislative process in the agricultural area.

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Indiana State University

Aging: Fulfillment or Frustration?

Offered to freshman students in the spring of 1979, this interdisciplinary general education course brought together faculty, students, individuals involved in community-wide organizations for the elderly, and a number of older persons. Incorporating materials from the social sciences, natural sciences, communications fields, and humanities, the program addressed current problems associated with the aging process through an examination of commonly-held attitudes toward the elderly. Most students felt that the study of aging was worthwhile on a freshman level; through it they gained an understanding of old age as well as the issues involved with it.

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Jacksonville University

The Mind: An Interdisciplinary Course

Faculty members in philosophy, psychology, chemistry, and computer technology are working collectively to formulate and teach a course that examines the nature and operations of the human mind. Drawing upon theories particular to each discipline, the junior-level course will provide an opportunity for students with highly specialized goals to engage in intellectual contact with students and professors in other fields. Although each instructor will offer a single consistent segment of the course, the program will be coordinated by the philosophy professor, who will identify the major issues and clarify terminology.

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Johnson County Community College

Topical Integration of Humanities and Career Education

This project involved the preparation of humanities modules for use in existing career programs. Two instructors developed course materials on business ethics for accounting students, medical ethics for nurses, and the history of law enforcement for criminal justice students. They also invited speakers to the campus to stimulate dialogue between career and humanities faculty. The efforts made by these two professors have led to

the production of additional general education modules in other vocational programs.

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Juniata College

Integrating Liberal Learning and Career Education through Improved Academic Advising

Twenty faculty members will participate in an on-campus workshop to improve their skills as advisors. Their intent is to help students broaden the scope of their educational objectives to incorporate specific career goals and liberal studies. The project is designed to reinforce Juniata's curriculum, in which each student develops a program of emphasis, outlining individual goals and ways that specific courses within the program meet those objectives. With improved academic advising, students will be better prepared to express their goals and will understand the value of integrating humanities studies into their academic plans.

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Kalamazoo College

Cultural Revolt in Modern America: The 1920's, the 1960's, and Beyond

Structured around a central theme of cultural revolt in America, this new course in the Non-Traditional Studies Program at Kalamazoo College will provide a forum for adult and undergraduate students, educators, businessmen, labor leaders, and civil and women's rights activists to consider issues of generational, racial, and gender conflict in recent American history. Beginning with a study of a cultural revolt of the 1920's which challenged existing values and traditions, the course will proceed to examine ways in which the conflict of the 1920's served as predecessor to a similar upheaval in the 1960's. Participation by members of the community will help illustrate the local impact of the cultural conflict, as well as strengthen the affiliation between the college and the general public.

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Knox College

Redesigning a Required Interdisciplinary Course for Freshmen

At Knox College a QUILL grant will be used to revise an interdisciplinary course for freshmen. The second in a series of three freshman preceptorials, the new course will be offered in the winter term of 1981 and will consider justice in three contexts: fifth-century Athens, fourteenth and fifteenth-century Florence, and Victorian London. Readings will center around a major text of each period. The course will be designed to foster in students a sense of the long history of social justice and how knowledge of the past helps to understand current issues.

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Marist College

Strategies to Accomplish Greater Integration among Components of a New Core Curriculum

In a new core curriculum organizing general education courses around the theme of values confrontation, students must take an initial two-semester philosophy course which deals with modes of knowledge and ethics. The students then proceed to study core courses in areas other than their major fields. Instructors are required to relate the materials studied to both the foundation courses and the other courses in the curriculum. The QUILL project at Marist College established a program of faculty development in which teams of core-course and discipline-course professors worked collectively to integrate their materials. Workshops focused on the role of the natural sciences and mathematics in the core curriculum.

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Medaille College

Developing Applications of Skilled Critical Thought in a Multidisciplinary Liberal Arts Context

In response to a growing involvement and commitment to the surrounding urban community, educators at Medaille College are developing a core program which fosters understanding and appreciation of the relationships between the humanities, the social sciences, and the natural sciences. They propose the preparation of a team-taught course offered on a pilot basis to increase students' capacity to apply existing and new thinking skills to a wide range of disciplinary con-

tent and at the same time promote their awareness of the applicability of those skills. The project also supports faculty development programs to advertise the new approach in liberal education throughout the campus.

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Meredith College

Can This Be Love? A Liberal Look at Tragic Passion

Designed to expand the interests of a science-oriented adult population, this team-taught, interdisciplinary seminar studied great tragic love stories. Organized around a theme of romantic passion in Western culture, it incorporated materials from literature, philosophy and religion, music, and film. In addition to contrasting superficial sentimentalism with a sophisticated appreciation of tragedy, students traced the motif of tragic and heroic love in the arts from its roots in ancient mythology to its use and form in twentieth-century film. The course also emphasized an examination of love in historical, religious, and social contexts.

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Michigan State University

Writing in Business and the Professions

Senior and graduate English majors participating in a new internship program at Michigan State University have an opportunity to use their writing and critical skills in professional settings. The program also includes a series of seminars and workshops which provide a pragmatic overview of such non-academic fields as business, law, industry, and medicine, emphasizing the adaptability of the students' skills to those specialties. In addition, the project serves to inform prospective employers in commercial areas of the value of a humanities-based education.

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Mohegan Community College

Applied Linguistics in the Social Sciences Classroom

Four instructors will collaborate to develop teaching techniques to increase social science students' sensitivities to language as an intellectual tool and thereby to increase their mastery of applied linguistics for the study of sociology and American history. By participating in social science classes as students, two English instructors will identify areas in which students can be aided by skills acquired through the study of linguistics. They will also recommend additional instructional procedures to their colleagues. At a general faculty development session for humanities and social science teachers, they will discuss and demonstrate the materials and methods produced during the project.

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Mount Vernon College

Professional Applications of the Arts and Humanities

As one of the requirements for a new interdisciplinary major, Arts and Humanities: Cultural Management and Human Creativity, students must elect a means to express what they have learned either by the production of artistic or critical work, or by focusing on the management of cultural organizations. QUILL funds will help complete the planning and implementation of the management component of this program. Internships in public and private arts or humanities organizations will help students acquire competency in management of cultural institutions. The college will also use the money to appoint an adjunct faculty member to teach a seminar in arts and humanities management and to establish a core library collection for the program.

For further information, contact:
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Pomona College

Computing as a Common Ground for Interdisciplinary Teaching and Learning

At Pomona College, faculty and students will join in a series of interdisciplinary seminars to explore the role of the computer in liberal arts, as well as to discuss the nature of a new computer course. A summer internship program will be established for students to work with faculty in gathering appropriate materials for use in the proposed course. The project will improve the liberal arts curriculum of the college by increasing communication among disciplines through a common interest and by helping students develop technical skills essential to many careers.

For further information, contact:
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Saint Edward's University, New College

Integrating Liberal Learning and Career Education in a Non-Traditional Adult Degree Program

Educators at New College will use QUILL funds to develop and test mobile individual learning packages. Designed to meet the needs of students who are unable to study on campus because of professional or family commitments, the packages include syllabi, visual, audio, and bibliographic materials for two courses, Humankind's Search for Meaning, and Social and Business Ethics. New College, which offers a non-traditional, competency-based adult degree program, will strengthen its curriculum by combining liberal and professional education.

For further information, contact:
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Saint Edward's University, New College
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Saint Joseph's College

Liberal Arts for Health Professionals

In an effort to improve basic academic skills at Saint Joseph's College, educators in the Division of General Studies are developing and evaluating courses and materials to give students competence in problem solving and critical thinking. The project, which will serve a primarily adult student population working in the health care field, provides for the development and teaching of two courses which combine liberal arts with community health and health administration studies. Curriculum development teams composed of university faculty and visiting consultants will formulate the interdisciplinary courses as well as write preliminary workbooks to insure continuity of materials used in the courses. Through this program, students will gain an appreciation for the relationship of the liberal arts to their professional objectives.

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St. Mary's College of Maryland

Institute for Liberal Learning in Retirement (ILLR)

The Institute for Liberal Learning in Retirement encourages retired persons in three southern Maryland counties to maintain an active intellectual life through reading, use of other media, and contact with professionals and peers. A group of three older scholars and experts have presented a topic for a fall semester course in liberal arts and sciences which will be complemented by bi-weekly symposia and panel discussions on selected topics in liberal learning. Plans to present two film series, *The Ascent of Man* and *Civilization*, at senior citizens centers will give community reinforcement to the college-based program.

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Seton Hill College

Transformation of Persons for Business Careers through the Study and Practice of Creative Imagining

Seton Hill College, a private, four-year liberal arts college for women, has created a liberally-grounded education model designed to meet the growing market for women in business and managerial careers. The model consists of a team-taught, interdisciplinary course in imaginative thinking and symbolic transformation offered in conjunction with a series of related seminars, colloquia, and experiential/experimental sessions stressing the application of creative thinking to actual business situations. Open to upper-level and advanced students at Seton Hill and St. Vincent's College for men, as well as to participants from the business community, the program promotes the exchange of ideas among people in business and liberal education, reinforces relationships between the colleges and the business community and incorporates liberal learning into the context of continuing education.

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Southwestern University

Divergence and Convergences between Academic Disciplines

Four team-taught interdisciplinary courses aid students in developing criteria by which they can judge certain claims made by specific academic disciplines; conceptual tools by which these claims can be reconciled whenever they differ have also been developed. The courses clarify the presuppositions and methodologies of certain disciplines, consider their social and historical developments, analyze the kinds of phenomena each discipline examines, and identify areas of conflict and possible synthesis. The course titles are Thinking and Writing about Contemporary Moral Problems; You Bet Your Life: Statistical Analysis in the Study of Human Biology; Chicago, 1893-1933: Urban

History and Urban Sociology; and Darwin, Marx, and Wagner.

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Stevens Institute of Technology

Pilot Project for Interdisciplinary Seminars

Designed to narrow the gap between the technological and humanistic cultures, these seminars will focus on biographies of persons whose lives span the humanistic, scientific, and engineering disciplines. The pilot seminar on Leonardo da Vinci will be jointly taught by a humanist, a scientist, and an engineer. One main goal applicable to technological institutions is to promote a better understanding and appreciation of the values, goals, and methods of the traditional humanities among science and engineering students; conversely, if the model was used at liberal arts colleges, there would be a promotion of understanding of the values and methods of the sciences and engineering. The essential interdependence of the three disciplines will be stressed while keeping in mind their separate integrities.

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University of California, Berkeley

Integrating Women's Studies and Careers

This seminar for majors in women's studies investigates social, economic, and psychological barriers to career success, provides information on job resources, and gives students an opportunity for exploratory contacts with the job world. The course was designed to make students more conscious of the skills gained through a liberal arts education and to be more explicit about how they can use what they have learned in developing careers. At the same time, the course helps the faculty communicate better their sense of the links between liberal learning and careers. A number of career women have been invited as guest lecturers to discuss the contributions which university education has made to their present work.

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Wilkes College

Communications in an Open Society

A team-taught senior seminar, Communications in an Open Society, will be the capstone of a new interdisciplinary major in Communication Studies which is strongly centered in the liberal arts. The course is designed to focus all that the student has learned in his professional and liberal subjects upon the significance of communications in our society; it will explore the problem and nature of meaning, the ethical and legal implications of mass communication, and the problems of persuasion and propaganda. In addition, students in the seminar will complete a major project for media coverage: a half-hour television documentary on a subject of either national or local importance. The seminar will involve a team of instructors from history, political science, philosophy, and English; prominent guest lecturers; a legal advisor from the community; and a technical advisor from a local television station.

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The Forum for Liberal Education

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at career education, academic advising, new ways of teaching the natural sciences, and the creative arts in the liberal arts curriculum. Contributions of program information from *Forum* readers are encouraged.

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